

Inspection report for early years provision

Unique reference number	112484
Inspection date	28/09/2011
Inspector	Margaret Moffat

Type of setting	Childminder
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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the childminding

The childminder registered in 1994. She lives with her two teenage children in Winklebury, Basingstoke, Hampshire. The childminder uses the whole of the ground floor for childminding with sleeping facilities available upstairs. There is a fully enclosed garden for outside play. The childminder makes use of local facilities such as parks, the library and toddler groups. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder may care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding three children in this age group. She also cares for nine school-aged children. All children attend on a part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a homely environment where all children are valued and included. Children make good progress in their learning and development as the childminder knows them well and provides a range of activities to cover all areas of learning. However, systems to observe children's learning and development are not fully developed. Children's welfare is suitably promoted, although the childminder is in breach of a specific welfare requirement relating to documentation. The childminder has a positive attitude towards maintaining continuous improvement, although systems to evaluate the setting are not fully established.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- keep a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). 12/10/2011

To further improve the early years provision the registered person should:

- improve the use of reflective practice, self-evaluation and informed discussion to identify strengths and priorities for development that will improve the

quality of the provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder understands her role in safeguarding children and is aware of procedures to follow if she has concerns about children's welfare. All adults in the home have been checked to ensure their suitability. The childminder uses a range of safety features such as stair gates and fire detection equipment to help minimise hazards and keep children safe. The record of risk assessment does not include when it was carried out, who conducted it or the date of review. This is a breach of a specific legal requirement. However, the impact on children's safety is minimal because the childminder conducts risk assessments for the premises and outings along with daily safety checks of her home and the garden.

The childminder's home is organised to encourage young children to become independent. She has a good range of resources to support children's learning and these are age appropriate and stored at children's height for easy access. The childminder is aware of her role to promote equality and diversity and values each child as an individual. She talks to the children about other cultures and their traditions and helps children's understanding by providing a range of toys and resources to show positive images of diversity. She involves them in making crafts linked to particular celebrations.

The childminder develops good relationships with the parents. She provides parents with a pack of information when their children first start, which contains copies of all policies and procedures. She gathers and records relevant information with regard to their children's needs and development. She uses daily sheets to inform parents about their child's day with her and exchanges information every day. This keeps parents up to date with their child's progress in the childminder's care. The childminder is beginning to develop links with the schools that the children attend to promote continuity of care and learning.

The childminder is able to identify the strengths of her practice and areas for improvement. For example, she has developed her partnership with parents by completing a white board at the end of the day. This includes relevant information about what children have been involved in. However, effective systems for evaluating the outcomes for children are not yet fully developed. The childminder has addressed recommendations and actions from previous visits and shows a sound commitment to ongoing improvement.

The quality and standards of the early years provision and outcomes for children

Children's initial starting points are used to develop their learning from when they first start. The childminder has continued to make written observations of the children, which she shares with parents. The childminder knows the children well and, overall, effectively builds on their existing interests to extend their learning. Children participate in a range of craft activities and the childminder displays their creations on the wall. This helps children feel a sense of belonging. The childminder has appropriate strategies in place to promote good behaviour and help children learn right from wrong.

The childminder provides a homely environment where children are happy and content. They have fun and enjoy themselves, and good trusting relationships are evident. For example, children snuggle up to the childminder as she tells them a story and peacefully fall asleep in her arms. They are comfortable and demonstrate that they feel safe and secure in her care. The childminder supports children's learning by, for example, showing them how to put the cars on the ramp of the garage and let them go. She allows the children to work things out for themselves, such as which button to press to make the cars go down. She praises the children for their efforts when they manage this. The childminder develops children's early communication skills as she repeats the words children are trying to say, helping them with pronunciation. As they complete the animal peg puzzle, the childminder asks the children the name of the animals and the noise they make and the children enjoy making the sounds and do it over again. The childminder takes children on a variety of outings, such as to story time at the library and toddler groups. These help children become aware of the wider community and to mix and socialise with other children and adults.

From a young age, children learn the importance of good hygiene routines as the childminder talks them through the process. There are paper towels and liquid soap available, and a poster to remind child of effective hand-washing routines. The childminder prevents the risk of cross-infection by following good nappy changing procedures. Parents currently provide packed lunches for the children, and the childminder stores these appropriately, including putting chilled items in the fridge. Children enjoy lunch times, which the childminder makes a social occasion by sitting and talking with them as they eat. The childminder provides good, healthy snacks of chopped fruit and vegetables, and this helps develop children's understanding of healthy eating. Children have daily opportunities to be outdoors in the fresh air. They walk to school each day and visit the park or play in the garden. They have opportunities to play on large apparatus, run around and play ball games, thus developing good physical skills.

Children are involved in procedures that help them to learn about keeping safe. For example, they practise the emergency evacuation procedure, take turns when using the slide, and on outings they learn about road safety. As a result, they develop a good awareness of personal safety. They develop good skills for the future through the experiences and activities provided. They learn how to behave

as they mix with older children and develop independence because they are encouraged to do things for themselves. For example, they help with tasks such as giving out the cups and fruit at snack time. The childminder helps children learn about the environment as they recycle items and bring things from home to her house for junk modelling. They are encouraged to recycle the things they do not use in the childminder's designated bins. As a result, they develop an awareness of caring for the environment.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met